



Clark County School District
Robert L. Forbuss ES
2021-2022 School Performance Plan:
A Roadmap to Success

Forbuss ES has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Jill Snyder for more information.

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School Designations: ☐ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	#675	0.1%	15.4%	28.3%	9.0%	32.0%	1.6%	13.5%	11.1%	6.8%	47.0%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	53.5%	60%	51.2%	62.5%	57%	59.6%	39.2%	33.3%	58.1%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	50%	52.5%	47.3%	55.7%	49%	59.3%	33%	12.8%	37.5%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17.1%	61.5%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	400	395	403
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Christine Vasquez	Principal(s) (required)
Jill Snyder	Other School Leader(s)/Administrator(s) (required)
Joy Hirano, Jaqueline Palmer, Stacie Oswald, Nicholas Peterson, Wendy Koch, Danielle Petrin, Gemini Malubay, Debra Stancliff, Allison Goodwill	Teacher(s) (required)
Kirsten Vollmann	Paraprofessional(s) (required)
Carolyn Zirkel	Parent(s) (required)



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
SOT Meeting	9/7/2021	6	After School Tutoring, Reading Program/Curriculum
Staff Survey	7/29/2021	21	Climate/Culture, Concerns, Traditions, Systems/Structures
Community Survey	7/22/2021	5	Family Engagement, System/Structures, Climate/Culture



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	According to SBAC, 35% of students are proficient in Math and 55.4% are proficient in Reading. According to Fall MAP data results, 39% of students in grades K-5 are below the 40th percentile in Math and 36% in Reading.	Fall Panorama survey results show that students in grades 3-5: 40% do not always feel safe 52% feel worried sometimes, frequently, or almost always	Walkthroughs, formal and informal classroom observations have shown inconsistency of differentiated instruction and rigorous tasks that are aligned to the NVAC's.
Problem Statement	School Math proficiency has decreased from 53.5% in 2018 to 35% in 2021.		
Critical Root Causes	Teachers have inconsistently provided Differentiated Tier 1 instruction, rigor of tasks not aligned to the rigor of SBAC, students lacking foundational skills with fact fluency.		

Part B

Student Success	
School Goal: Increase Math proficiency from 35% to 40% on the 2022 SBAC.	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.
Improvement Strategy: Increase consistency in providing rigorous, differentiated tier 1 instruction. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVision Math 2020 - level 3	



Intended Outcomes: <i>Teachers will provide rigorous, differentiated tier 1 instruction in order to increase Math proficiency with consistently planning in PLC meetings.</i>
Action Steps: <ul style="list-style-type: none">• <i>Class walkthroughs</i>• <i>Rigorous task development</i>• <i>Training on unwrapping the standards</i>• <i>Staff Development</i>• <i>PLC time with Administration present</i>
Resources Needed: <ul style="list-style-type: none">• <i>Math rigor document</i>• <i>Standards Unwrapping Document</i>• <i>Sample SBAC tasks</i>• <i>Envisions 2020</i>
Challenges to Tackle: <ul style="list-style-type: none">• <i>Lack of common preps</i>• <i>Limited Time</i>• <i>Lack of substitutes to support teacher planning time</i>
Improvement Strategy: <i>Implement a fact fluency incentive program.</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4-Demonstrates a Rationale</i>
Intended Outcomes: <i>60% of students will demonstrate grade level appropriate math fact fluency mastery.</i>
Action Steps: <ul style="list-style-type: none">• <i>Develop school incentives</i>• <i>Provide resources to teachers</i>• <i>Share guidelines and expectations with teachers</i>
Resources Needed: <ul style="list-style-type: none">• <i>Fact Fluency program/worksheets</i>
Challenges to Tackle: <ul style="list-style-type: none">• <i>Identifying appropriate resources</i>• <i>Time to implement</i>



Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Increased support in math vocabulary, Tutoring, FACES, Increase frequency of data review

Foster/Homeless: Increased support in math vocabulary, FACES, Increase frequency of data review

Free and Reduced Lunch: Increased support in math vocabulary, Tutoring, FACES, Increase frequency of data review

Migrant: N/A

Racial/Ethnic Minorities: Increased support in math vocabulary, Tutoring, Increase frequency of data review

Students with IEPs: Special education teachers will consistently implement IEPs and support inclusive Math instruction to expose students to grade level curriculum, Increase frequency of data review

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	86 % of teachers surveyed state that they use common formative assessments 93% of teachers surveyed state that they feel the tasks assigned match the rigor of the assessments	93% of teachers confident in their knowledge of providing differentiated instruction	57% of teachers surveyed stated that they do not have enough time for PLC's.
Problem Statement	Proficiency scores are consistently decreasing in Math and ELA.		
Critical Root Causes	Teachers have inconsistently planned for and provided differentiated tier 1 instruction, new teachers to join the staff, limited planning time, staff absences		



Part B

Adult Learning Culture	
<p>School Goal: <i>Increase the percentage of teachers utilizing the data from formative assessments to drive their targeted instruction through staff surveys in the winter and spring of the 21-22 school year.</i></p> <p><i>100% of teachers surveyed will state that they use common formative assessments as noted on staff survey.</i></p>	<p>STIP Connection: <i>Goal 2: All students have access to effective educators.</i></p>
<p>Improvement Strategy: <i>Teachers will attend weekly PLC meetings to create common formative assessments to support each standard.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs - level 2</i></p>	
<p>Intended Outcomes: <i>Formative assessments that support each standard will allow teachers to monitor student achievement toward mastery</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • <i>Administration attending weekly PLC meetings</i> • <i>PLC template</i> • <i>Teacher created formative assessments</i> • <i>Review of long range plans</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>Current Data</i> • <i>PLC template</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> • <i>Time for meetings and collaboration</i> 	
<p>Improvement Strategy: <i>Teachers will analyze current instructional data to support student mastery of the standard.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs - level 2</i></p>	
<p>Intended Outcomes: <i>Teachers will use current instructional data to support student learning and drive instructional practices.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • <i>Plan for staff development trainings</i> • <i>Review of progress monitoring data</i> 	



- *Structured PLC meetings*
- *Implementation of effective instructional strategies*

Resources Needed:

- *Research-based intervention and enrichment materials*

Challenges to Tackle:

- *Time*
- *Lack of school-wide reading program - align instruction to standards*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: During PLC meetings, analyze data from this student group and identify supports to use during instruction.

Foster/Homeless: During PLC meetings, analyze data from this student group and identify supports to use during instruction.

Free and Reduced Lunch: During PLC meetings, analyze data from this student group and identify supports to use during instruction.

Migrant: N/A

Racial/Ethnic Minorities: During PLC meetings, analyze data from this student group and identify supports to use during instruction.

Students with IEPs: During PLC meetings, analyze data from this student group and identify supports to use during instruction. Resource teacher to attend PLC meetings.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	CCSD survey data for 2020-2021 shows that 72% feel that students treat other students with respect, regardless of differences like race, ethnicity, gender, or disability.	2019-2020 80% staff retention and 2021-2022 is 88% staff retention. Staff attendance 8/9/2021-10/15/2021 average 2.1 teacher daily absences and retention are both factors contributing to Connectedness	CCSD survey data for 2020-2021 shows that 69.23% of parents feel that school actively seeks the input of parents before making important decisions.
Problem Statement	Low staff attendance and teacher retention		
Critical Root Causes	Lack of subs causes teachers to lose prep time, Lowered teacher retention, Higher demands due to procedural changes		

Part B

Connectedness	
School Goal: Decrease staff absences to no more than one per day.	STIP Connection: Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.
Improvement Strategy: Develop school incentives and recognition for staff attendance Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rational) Creating a positive school climate and culture - level 3	
Intended Outcomes: Increase staff attendance and retention	
Action Steps: <ul style="list-style-type: none"> Develop incentives for excellent attendance Teacher Recognition Team Building Activities 	



Resources Needed: <ul style="list-style-type: none"> • <i>Incentives</i>
Challenges to Tackle: <ul style="list-style-type: none"> • <i>Covid related absences</i>
Improvement Strategy: <i>School wide staff events to improve climate and culture</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - level 3</i>
Intended Outcomes: <i>Boost staff morale in order to increase attendance</i>
Action Steps: <ul style="list-style-type: none"> • <i>Plan Staff events</i> • <i>Team Building Activities</i>
Resources Needed: <ul style="list-style-type: none"> • <i>Event supplies</i> • <i>Resources</i>
Challenges to Tackle: <ul style="list-style-type: none"> • <i>Covid restrictions</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p>English Learners: Increased staff attendance will provide more consistent instruction for this group.</p> <p>Foster/Homeless: Increased staff attendance will provide more consistent instruction for this group.</p> <p>Free and Reduced Lunch: Increased staff attendance will provide more consistent instruction for this group.</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: Increased staff attendance will provide more consistent instruction for this group.</p> <p>Students with IEPs: Increased staff attendance will provide more consistent instruction for this group.</p>



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	\$3,807,263.22	Personnel, Supplies, Professional Development	1,2,3
At-Risk/EL	\$160,370	Licensed and Support Staff Funding	1,2
RBG3	\$91,266.39	Supplies, Prep Buys for Literacy Support and Professional Development	1,2,3
Title III - EL funds	\$3,036	Support for LEP students- Tutoring and Imagine Learning	1